



# Unit Guides

Numbers 1 & 2 2020

#Buddyz on the beat

#cheka impilo

#cheka your happiness status

#cheka how to make a difference

#cheka how to have fun



# Hi Buddyz!

Let's get moving without delay!

Use these words to make a #buddyzonthebeat2020 welcome song and dance for everyone. Have a happy year. Enjoy yourselves! We ❤️ you all.  
The Soul Buddyz Club team

#buddyzonthebeat2020

We are #buddyzonthebeat2020

Boom, boom, boom.

Being a Buddy on the beat is a treat

because each Buddy is special: that means you and me.

Boom, boom, boom!

Change starts with us.

Boom, boom, boom!

We're going to cheka impilo in 2020

to be healthy in all of our wellbeing!

We are #buddyzonthebeat2020.

Boom, boom, boom!

We will have plenty of fun, challenges and opportunities to be an activist right here, this year.

We can make a difference everywhere.

Boom, boom, boom!

Yay! Yay! Yay!



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## 1

## Wellbeing is about ALL of me



## Activity 1

Wellbeing is about us being well physically, intellectually, emotionally and socially. Let's explore more. Read and share your answers.

You have **physical wellbeing** when you are fit, and when you eat healthy foods.



- » What exercise do you love doing?
- » What helps you stick to an exercise plan?
- » What helps you choose healthier food options?



You have **intellectual wellbeing** when you are:



- curious and ask questions
- keen to learn new things
- keen to read, discuss and debate.
- » What do you love to learn about?
- » What do you love to talk about?



You have **emotional wellbeing** when you have good self-esteem and self-confidence, and when you are happy most of the time.



- » What helps you have good self-esteem and self-confidence?
- » What things do you like to do that make you feel happy?



You have **social wellbeing** when you get on well with your family, friends, teachers and other people you connect with.



- » Who do you enjoy being with most of all?
- » What helps you to get on well with people?



## Activity 2

## Not all is well with Tebogo

Tebogo walked to school on Monday as usual. He was feeling upset and angry.

'Papa promised to watch me play in my match on Saturday, but he didn't,' he told his friend Sophie when she asked him why he looked so cross.

'I'm sorry,' said Sophie. 'That's not nice to promise and not do something.'

'Not as sorry as I am,' he shouted back. Sophie frowned. She pulled her shoulders back and

walked faster. She did not want to be in Tebogo's company all the way to school if he was going to treat her badly.

At school, the teacher asked the class to hand in their homework. 'Where's yours, Tebogo?' she asked. 'At home,' he said in a rude voice.

The other children looked at each other in surprise and shock. Some shook their heads. Their teacher was kind and they respected her.

She decided to ignore his behaviour. She would speak with him later.

At break, Tebogo's friends did not play with him. This made him feel even more upset.

When the school bell rang at the end of the day, instead of going to soccer practice, he marched home.

He slammed the door when he got in. The windows of the house shook. ●



## Let's chat

- » How did Tebogo's emotional wellbeing affect his social, intellectual and physical wellbeing?
- » What do you think happens next in the story?
- » Create a drama where Tebogo handles things in a healthier way. Include these people in your drama: Tebogo, Sophie, the teacher, some classmates and Tebogo's father.
- » What have you learnt about wellbeing from this activity?

# Activity 3 Let's get excited about exercise



For our wellbeing, we need to do 30 minutes active exercise every day.



- » Look at the picture and share your thoughts about what parts of wellbeing you see happening with these Buddyz.
- » Read and discuss what each wellbeing circle says.
- » Create your own club wellbeing photo and send it to us!



1. Exercise keeps you fit and healthy.

2. Exercise builds your bones and muscles. It keeps your muscles toned.

3. When you are fit, you feel good about yourself.

4. Exercise makes you feel happy! When you exercise, your body releases natural feel-good hormones called endorphins.

5. If you exercise as a child, you are likely to exercise when you are an adult. You'll be fit all through your life!

11. Exercise helps prevent some harmful health conditions, like diabetes, heart disease and weight problems.

10. People who play a sport sometimes get opportunities to travel.

9. Exercise gives you the opportunity to learn new skills.

8. Exercise helps you take your mind off your problems.

7. In team sports, you learn how to be a team player. You need to be a team player in many of life, including when you are an adult and working.

6. You meet new people and make friends.

## Activity 4 My wellbeing

### You need:

- Paper or cardboard, like from a cereal box.
- Things to decorate your circle of wellbeing with.

### Step 1

Read and discuss Tebogo's goals in his circle of wellbeing. Are there any more goals you would add for him?

### Step 2

Make your own circle of wellbeing and decorate it. Write at least one goal in each section. For your physical wellbeing, write a goal for exercise and for healthy food choices.

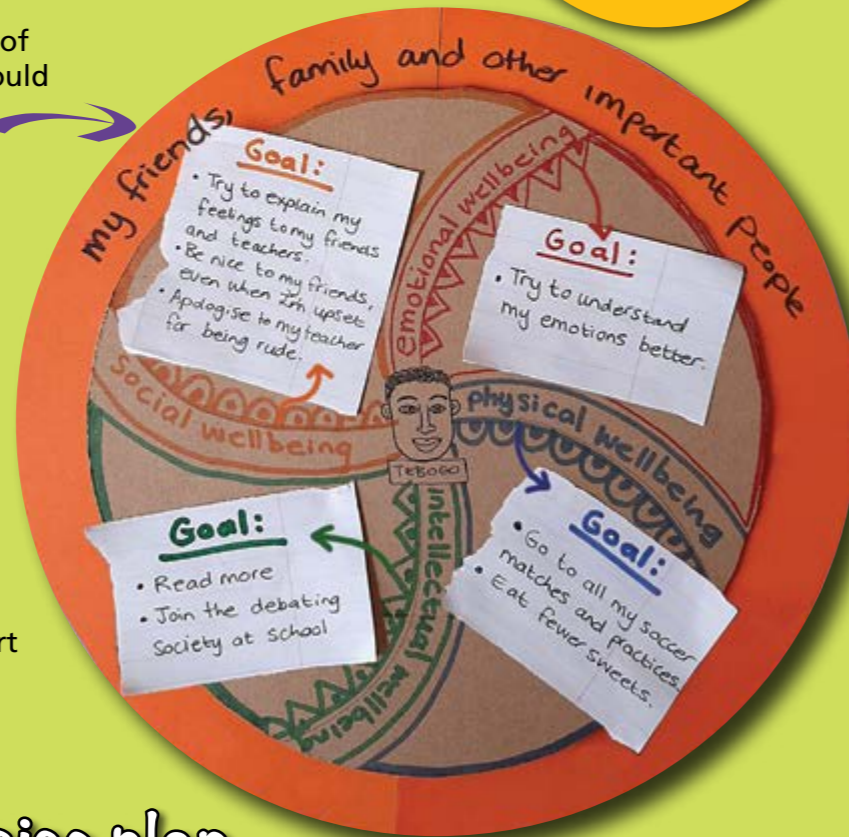
### Step 3

Tell each other about your different goals. Explain how each goal will help the different parts of your wellbeing.

### Step 4

Discuss practical things you can do to support each other in achieving your goals.

### Tebogo's wellbeing goals



## Activity 5 An exercise plan

We need to do at least **30 minutes** of active exercise every day. Active exercise is exercise that makes your heart beat faster and your body sweat.

1. Have a Buddyz brainstorm to make list of examples of active exercise.
2. Look at Nomvula's exercise plan for two days. After she has achieved each goal, Nomvula adds up how many minutes of exercise she did. If she achieved her goals, she draws a star on the chart. On Saturday afternoon, Nomvula couldn't visit her friend because her friend went to a wedding.
3. Make your own exercise plan for a week.
4. Chat about:
  - » Why it helps to have an exercise plan.
  - » How you can help each other achieve your exercise goal of 30 minutes a day.

When	Friday	Saturday	
Morning	Walk to school (10 minutes)	Sweep the yard and (20 minutes)	✓
	Play catchers at break with friends (10 minutes)	Walk the dogs with Oupa (20 minutes)	✓
Afternoon	Basket ball practice (30 minutes)	Dance class (45 minutes)	✓
	Walk home (10 minutes)	Walk up 30 stairs to friend's flat (5 minutes)	✗
Goal	60 minutes	85 minutes	★

## Project! Earn 350 points! Buddyz Dance Day

### Step 1

Discuss with your club facilitator what you need to do, and who you need to speak with, to organise a Buddyz Dance Day (BDD) for the school.

### Step 2

Advertise the BDD with posters and announcements. Ask teachers to encourage their classes to be excited about BDD.

### Step 3

Choose happy music to dance to. Make up dance moves that go with the music. Practise your dance as you will perform it. And then practise how you will teach it to the school on BDD.

### Step 4

Have a fantastic BDD! Remember to talk with the school about what wellbeing is.

### Step 5

After your BDD, ask children and teachers to tell you what they liked most and liked least about the dance day. This will help you make it even more fun next time.



### Send us:

1. Pictures and videos of:
    - (a) Your club practising for your Buddyz Dance Day
    - (b) Posters advertising the dance day
    - (c) What happened at the event.
  2. A report that tells about:
    - (a) What support you were able to get from the school.
    - (b) How the Buddyz Dance Day was. Include quotes from children, teachers, the principal, and the other staff at your school about the event.
    - (c) What you would do differently the next time to make the event even better.
- See page 41 for the contact person in your province to send your report in.

# Healthy food choices keep our bodies and minds strong



## Let's chat

» Tell each other about a time when you chose something healthy to eat instead of something unhealthy. Why did you make that choice?



## Healthy Food Guide



## Activity 6 Healthy foods

Look at the picture of the Healthy Food Guide. Some of the food circles are bigger than others. This tells us which foods we need to eat more, or less, of in our daily healthy eating plan.

1. Read the information about a healthy eating plan.
2. Look at the sizes of the circles. Which foods do we need more of, and which do we need less of, each day?
3. Why is it better to choose water instead of sugary drinks when you are thirsty?
4. Share examples of refined and unprocessed foods. Which is better for you?
5. What might make it difficult for you to choose healthy foods?

## What is a healthy eating plan?

You have a healthy eating plan when you eat three mixed meals each day.

## What is a mixed meal?

A mixed meal includes food from each circle in the Healthy Food Guide. It is healthier to eat unprocessed food.

## What is unprocessed food?



Unprocessed food has not been processed much. For example, wholemeal bread is healthier than white bread. This is because it contains more fibre from the wheat grains. We need fibre to prevent constipation. Fibre is removed when white bread is processed.

## Activity 7 Buddyz become chefs

## Let's chat

» In groups, create a healthy meal plan for special guests. Decide who you want to cook for, and what you want to cook. Do your guests have any special food needs?

- Step 1** Read the Healthy Meal Guide to help you create a delicious, healthy, mixed meal plan for your guests.
- Step 2** Draw pictures of your ingredients for your main plate of food and your pudding.
- Step 3** Create a recipe for your meal. Draw pictures of your meal. Write down the recipe. Explain why your meal is healthy, nutritious and delicious.
- Step 4** Discuss how you can share what you have learnt with your peers at school and your family. For example, you could make posters of your recipes to put up at school.



Photo by Pippa Hetherington / Africa Media Online

## Healthy Meal Guide

You make a healthy meal when you:

- Use only a little fat, sugar and salt.
- Eat less animal fat in your meals. Remove the skin off chicken and cut the fat off meat before cooking it.
- Eat lots of fruit and vegetables, and eat nuts, beans and lentils when you can.
- Keep the skin on vegetables. It contains nutrients.
- Steam vegetables instead of boiling them. Steamed vegetables keep in more nutrients than boiled ones.
- Eat raw vegetables and fruit. Some nutrients are lost when they are cooked.
- Make your own delicious sauces. Use ingredients such as vegetables, herbs, flour, and spices that don't have salt. You can make delicious sauces with tomatoes. Curry powders, paprika and nutmeg also flavour meals nicely.

## Who eats what?

- **Pescatarians, vegetarians and vegans** do not eat any type of animal meat or flesh.
- **Pescatarians** do eat fish and shellfish, like prawns.
- **Vegans** do not eat or wear anything, such as leather, that comes from animals.

This means vegans do not eat eggs, dairy products, or anything with gelatin in the ingredients. Gelatin comes from animal parts.

# Activity 8 When to worry about weight



Sugar and salt added to food is often what makes us overweight.

In South Africa we have health problems that are caused by being overweight (or obese). Many of our loved ones die from these conditions. Read about it.



## Why worry about weight?

The World Health Organization (WHO) looks after the health of the whole world. They say that at least 2.8 million people die each year from being overweight, or obese.

The illnesses that are caused by being overweight or obese are high blood pressure, stroke, diabetes, heart disease and some cancers.

Children who are overweight or obese usually become overweight or obese adults.

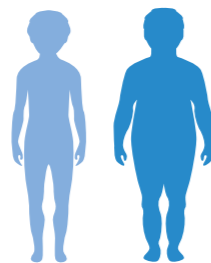
Many people don't know that they are overweight or they think that it is healthy to be overweight.

### What is your BMI?

A healthcare worker measures your height and weight to calculate your body mass index (BMI). Your BMI shows whether you are underweight, doing fine, or if you are overweight. The healthcare worker will guide you on what, if anything, you need to do around your BMI.

### For you to do!

Find out your BMI at your local clinic, pharmacy or doctor.



## Step 1

Go around in a Buddyz circle. Read each paragraph and take turns to complete each of these sentences until you have all shared your ideas.

- » When I think of how many people 2.8 million people are, I think of ...  
**Hint:** Find out how many children go to your school. Then do the maths to work out how many schools like yours it takes to make up 2.8 million people.
- » I think the reason why children who are overweight and obese usually stay like that as adults is because ...
- » I think there is an increase in weight-related health conditions around the world, and this is especially a problem in South Africa, because ...
- » I think the problem of being overweight is worse in towns and cities because ...

## Step 2

Read the speech bubbles one by one out loud. Take turns to say:

- » what health conditions the situation can cause
- » what you think about what each person says
- » what choices each person could make, or what they could do, to eat more healthily.



**Child**  
My dad often buys us fried chicken for supper. We like it. It's delicious.

**Father**  
I feel so bad about buying fried chicken and chips for my children so often. But I work long hours and am too tired to cook when I get home.

**Child**  
We love watching TV after school. We eat snacks all the time.

**Parent**  
We don't have safe parks. I tell my children to stay inside.

**Child**  
We love playing computer games. Sometimes we play for hours.

**Nurse**  
Fatty already-cooked foods are quite cheap. That's why people buy them.

**Child**  
I've learnt about healthy eating and cooking. But my grandfather will get angry with me if I try to tell him about them.

**Child**  
Adverts make unhealthy foods look very delicious and then we want to eat and drink them.



# Activity 9

## Buddyz, let's be solution seekers

Eat less sugar. It will make you healthier. That's why our government brought in a sugary drinks tax.



One of the solutions the government found to promote people's wellbeing, especially with overweight health conditions, was to add tax on sugar-sweetened drinks. Let's read about it.

Challenge: overweight health conditions	
One solution to overweight health conditions	What can Buddyz Clubs do?
<p>The government introduced a sugar-sweetened drinks tax on 1 April 2018. The 'sugar tax', as many people call it, helps because:</p> <ul style="list-style-type: none"> <li>• fewer people will be able to afford the drinks.</li> <li>• sugary drinks are full of sugar and don't serve any purpose in your diet.</li> <li>• people will be healthier.</li> <li>• the Government won't have to spend so much money treating sick people.</li> <li>• the sugar tax money helps government pay for important services.</li> </ul>	<p>Buddyz can:</p> <ul style="list-style-type: none"> <li>• explain to friends, families and shopkeepers why the 'sugar tax' is a good thing.</li> <li>• encourage people to drink water instead of the sugar-sweetened drinks.</li> <li>• invent recipes for naturally flavoured water drinks that taste delicious but don't have lots of sugar.</li> </ul>

1. How does the sugar tax work and why did government bring it in?
2. What do you think of the sugar tax. Why do you think that?
3. What other foods, drinks and other items should be taxed a lot? Why?
4. Come up with ideas for more solutions that will help people live a healthier lifestyle at home, school, work and everywhere.

# Activity 10 Tell the truth!

Fatty, salty and sugary foods are unhealthy for us when we eat them often. Companies try to influence people's emotions with misleading adverts just so they can make more money out of us.

1. What emotions do fast food companies that sell fatty, salty and sugary foods use to try to persuade people to buy their products?

2. Look at the adverts. Which one promotes wellbeing?



**Did you know?**  
Sugary drinks have as much as 9 teaspoons of sugar in them?

**Did you know?**  
Most alcoholic drinks have a lot of sugar in them.



3. **Take action!** Here are some examples of things you can do:
  - Make posters to put up at school that tell the truth about fatty, salty and sugary products.
  - Complain to the companies about their adverts. You can look up their contact details on the internet. Send us your letters, text messages or voice notes of complaint and we will forward them for you.
  - Encourage people to stop buying that company's food.

**Unit Guide Activity!**  
Earn 250 points!

**Tell the truth about food!**

Send us a report and pictures of your mini action around food adverts. Tell and show us what you did, and what difference you think you made.

# Activity 11 Healthy food choices are in our hands

- Step 1** Draw a very big hand. Copy what Tebogo's different fingers have written on them.
- Step 2** Decorate each finger with the things that you like of those foods.
- Step 3** Create a drama, dance or song with your big hand drawings. Perform it for and with Foundation Phase classes.
- Step 4** Take your picture hand home. Explain it to your family. Tell your family what you have learnt about overweight health conditions and how making healthy food choices helps reduce them.
- Step 5** Stick your hands up on a wall at home. Make more big hands to put up around the school.





## Activity 12 How healthy are the snacks you eat?



1. Help Sharon make healthy choices.

- » What snacks does Sharon have in picture A?
- » What do you think she is saying to herself when she looks at her choices?
- » What snacks does Sharon have in picture B?
- » What do you think she is saying to herself when she looks at her choices?
- » Help convince Sharon to choose healthy snacks.

Let's chat

2. Read the information about unhealthy and healthy snacks.
3. Make a list of all the snack foods Buddyz in your club like to eat.
4. Add the snacks Buddyz in your club like onto either the healthy or unhealthy list.
5. Explain why each snack is healthy or unhealthy.

Unhealthy snacks	Healthy snacks
Sugary cakes and biscuits	Roast mealies
Sweets and lollipops	Chicken feet
Salty, artificially coloured food such as crisps	Brown bread sandwiches, with banana, peanut butter, or boiled eggs
Fried food like slap chips and vetkoeks	Fruit
Processed foods such as polony and Russian sausages	Carrots
	Peanuts

## Activity 13 Research snacks sold at school



Ask your chairperson to read out all the steps and then do them one by one.

### Step 1

We are going to interview food sellers to find out about the food that is sold at school. Most schools only have three or four food sellers. How many do we have in our school?

What questions should we ask the food sellers? Let's make a list of three or four main questions. Here are some ideas:

- Which snacks do you sell?
- Which are the most popular?
- How much does each one cost?

Let's choose one younger and one older Buddy to interview each seller. Pairs will report back to the club. We will bring all our research together to make a list of all the snacks sold at school and their prices.



### Step 2

Buddyz 4 Life did research about snacks at their school. Here is the list of snacks that they made. Now, let's re-read the Handful of Healthy Food Choices on page 13.

- Which of the things on the Buddyz 4 Life list would be healthy food choices? For example, chicken feet are a source of protein.
- Which snacks on their list are not healthy?

Food Seller	Mamthembu	MamNanci	MamJane
Snacks sold	Chips Lollipops Sweets Biscuits Chocolate Apples Bananas Peanuts Drinks Ice Drinks	Vetkoek* Sweet buns Fried chips French polony Eggs Sweets Drinks Biscuits Crisps	Vetkoek* Sheep feet Chicken feet Vetkoek with eggs or French polony and tomato sauce

\* We sometimes call this fat cake or magwinya

### Step 3

Let's look at our lists from our research.

- Which snacks are healthy? Why?
- Which snacks are unhealthy? Why?

### Now we know!

By doing research, we found out that some of the snacks sold at school are healthier to eat than others. Let's see what we can do as our **Getting Healthy Snacks at School Action Project**. Our goal is to get more healthy snacks sold at school!

Project! Earn 350 points!

## Get healthy snacks sold at school

### Step 1

We must ask our principal for permission to call a meeting with the food sellers at school. We will explain that we want to try to encourage them to sell healthier snacks.

### Remember to be respectful

The people who sell food at school need our respect. They need to make money to feed their families. They will sell the things children ask for. This is how a good business works. You will have to teach other learners about healthy and unhealthy snacks so they will want to buy the healthy food. Then the food sellers can change what they sell to a healthier style. It may take some time to change things.



We have done our research. Now we are going to try to work with the principal, teachers, learners and food sellers to encourage healthier snacks to be sold and bought at school.

### Step 3

We need to help learners understand about healthy snacks. Here are some ideas:

- ★ Put up posters around the school. We can make posters like these two examples.
- ★ Perform a drama at school assembly to explain why it is important to eat healthy snacks. We can make it interactive. This means asking the audience questions and listening to their responses.



## Alert!

**We need to be patient.**

It may take a while to change the type of food sold at school. We need to keep explaining why healthy food should be sold at school.



### Step 2

If our principal agrees, we will call a meeting with the food sellers. We will:

1. Explain that we do not want to stop their businesses.

2. Make copies of the healthy food information in this Unit Guide for them to take home with them.

3. Explain that we are going to educate learners about healthy snacks.

4. Ask the food sellers to add more healthy snacks to their stalls. Show them the information about food in this Unit Guide.

7. Ask them to meet us again to find out how much healthy food they sold.

6. Ask if they are prepared to try some of the healthy snacks for one week.

5. Discuss the cost of buying healthy snacks and how much the sellers will sell them for. Will they make enough profit? Will learners be able to afford them?

### Send us:

1. A report, with photographs if you can, to tell us:
  - (a) How your meeting with the principal went. What did the principal say?
  - (b) How your meeting with the food sellers went. What did the food sellers say?
  - (c) How did learners respond to the idea of getting healthy snacks sold at school? What did they say?
2. A report that tells us if anything changed as a result of your project. Also explain what challenges you faced and how you tried to find solutions to them.

See page 41 for the contact person in your province to send your project in.



# 2

## We can prevent many illnesses

### Activity 1 We can wash harmful germs away

When we wash our hands with clean water and soap for 20 seconds, we wash away some common, harmful germs.

Be junior community health workers and share the good news about how handwashing with soap can keep us healthy.

**Step 1** Stand in a circle and pretend to wash your hands so that you wash germs away.

**Step 2** Did you all wash your hands like this?

Always use soap and water.



Buddyz, we are going to learn about different germs, and how they are passed on. We're also going to learn how to protect ourselves from getting, or passing on, harmful germs.

**Step 3** Make a Buddyz Beat the Germs, song and dance to go with the correct way to wash hands.

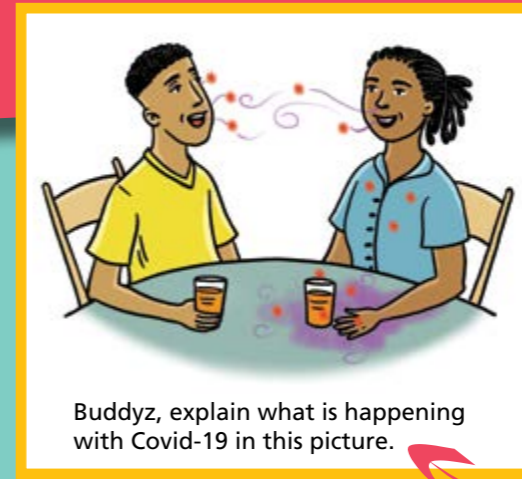
**Step 4** Chat about what health conditions can be prevented when we wash our hands with soap before or after doing certain things? Then read the *Did you know?* on page 19.

**Unit Guide Activity!**  
Earn 250 points!  
**Be solution seekers!**

Act out a solution to one of the health problems in the 'Solutions' table. Be polite and give facts to convince someone to do things differently so as not to pass on their germs. Present your acts to an audience at school. Send us photos.

### Did you know?

Together, diarrhoea (running tummy) and pneumonia (lung illness) cause more than 20% of deaths of children under the age of five. Many of these deaths can be prevented simply by regular hand-washing with soap.



Buddyz, explain what is happening with Covid-19 in this picture.

### Solutions

<b>Cold, flu (including the Covid-19 virus), pneumonia and TB germs are passed on when we do things like this:</b>	<b>This is how we can prevent passing on, or catching harmful germs:</b>
Cough and sneeze without covering our mouths.	Cough and sneeze into your elbow or shoulder.
Kiss someone on the face or lips when sick.	Do an elbow bump, bow, do a toe-touch, or create another way to say 'hi'.
Shake hands and then touch our faces.	Stay a metre away from people when you are sick.
Sneeze onto an object that somebody else picks up.	When you are sick, or have contact with a sick person, try to avoid touching your nose, eyes and mouth. After contact, wash your hands for 20 seconds with soap.
Share bottles, cups or eating utensils.	Mark your own water bottle and don't share with others.
Share food, or feed a baby or someone else when we are sick.	Avoid sharing food when sick.
<b>Gastroenteritis germs cause vomiting, running tummy and stomach pains.</b>	<b>How to prevent gastroenteritis:</b>
The germs are passed on when we don't wash our hands <b>after</b> we do things like this: <ul style="list-style-type: none"> <li>go to the toilet</li> <li>touch animals</li> <li>handle money, garbage or rotten food</li> <li>change a baby's nappy.</li> </ul>	Wash your hands <b>after</b> doing these things:
Gastroenteritis germs are passed on when we don't wash our hands <b>before</b> we do things like this: <ul style="list-style-type: none"> <li>prepare food and cook</li> <li>eat</li> <li>play with a baby</li> <li>help a baby, a person with a disability, or an elderly person.</li> </ul>	Wash your hands <b>before</b> doing these things:

### Covid-19: the virus that changed our lives this year

Covid-19 is from a family of Corona viruses. It has turned out to be a very dangerous virus, as we all know. Covid-19 spread quickly around the world.

The virus enters a person's body through the mouth, nose and eyes. Covid-19 can live on surfaces for several hours. You could have the virus on your hands and when you touch your face, the virus can get into your body. That is why people wear masks with three layers of cloth. That is why we need to wash our hands for 20 seconds often and with soap. Soapy water kills Covid-19.

**Lockdown!**  
To try to stop the virus spreading, our government stepped in with a lockdown. We had to try to keep at least a 1.5 metre distance from each other. We could not go out except for essential things, like groceries. We learned to appreciate our essential workers, like nurses, nurse assistants, hospital cleaners and doctors.

### Let's chat

- » How did you feel during the lockdown?
- » What rules during the lockdown did you find easy, and which did you find difficult to stick to?
- » Which of the lockdown health rules do you think we should always practice?

### #Buddyzsaythankyou!

Choose someone, or a place that you would like to say thank you for how they helped you, your family or community during lockdown. Give or send your letter to them.

# TB: Test, treat, cure and prevent

## Activity 2 Symptoms of TB

Illnesses that can be passed on from one person to another are called **communicable diseases**. Tuberculosis (TB) is a serious communicable health condition. It can be cured. It can be prevented.

Read Maria's story about having TB. And then discuss:

1. What symptoms did Maria have that made her friend Boitumelo and her father worried about her? What symptoms did the nurse ask about?
2. What do you think of how Boitumelo, Maria's father, the nurse and Maria's brother, Joe, dealt with the situation?
3. What do you think might have happened if Maria, her father and brother did not go on treatment and stick with it?

Let's chat

### Maria is not the same as usual

'Why aren't you in your running shorts?' Boitumelo asked Maria after school. They did cross-country running together.

'I'm too tired to run,' replied Maria with a sad sigh. 'I'm even too tired to walk home. My rucksack feels like it weighs a ton.'

'You keep telling me about feeling tired and weak,' said Boitumelo. She put her arm around her friend's shoulder. 'What's going on?'

Maria shrugged her shoulders and sighed.

'I don't know,' said Maria.

'What if I never have energy again?'

'You must tell your father,' said Boitumelo, in an urgent voice. 'Please, tell your father.'



'I'm so tired, Papa,' replied Maria. 'I just want to go lie down.'

'You only eat a tiny amount of food at meal times. Your lunch box is still half full when I open it to wash it,' said Papa. 'Something's not right.' He put his pliers in his toolbox, dusted his hands off and closed the box. He removed Maria's rucksack from her back.

'Come,' he said. 'After I've washed my hands, we're going straight to the clinic.'

'I'm too tired,' said Maria.

'Jump on my back,' said Papa. 'I'll give you a ride.'

'Just like when I was little?' said Maria.

'Yes, just like that,' said Papa, with a smile.



### Maria's father gets worried

Maria's father was mending their garden gate when she arrived home.

'Why aren't you at cross-country running, Maria?' he asked. 'You've missed it for three weeks now.'

### The nurse is nice

The nurse invited them to sit down in a small, private office.

'Tell me why you are here,' she said in a gentle voice.

'Because Papa said I must come,' said Maria. The nurse gave a little smile.

'You have a father who cares about you,' she said. 'He did the right thing.' Maria glanced at Papa. He patted Maria's hand.

'What are your symptoms?' asked the nurse. Maria looked puzzled.

'Tell nurse how you are feeling,' said Papa.

'I feel very tired all the time,' said Maria. 'I don't even go to cross-country anymore.' Her eyes welled up with tears.

'It's okay, Maria,' said the nurse. 'I'm here to help you.'

'Maria has lost weight,' said Papa.

'I don't feel like eating like I used to,' said Maria. 'And last night, I got very sweaty, like I had a fever. Am I going to die?'

'Well,' said the nurse with a smile, 'We are all going to grow old and die eventually. But you are going to be alright. I think you might have TB. So I want you to have a TB test. If you do have TB, and you stick to your medicines exactly how I tell you to, you're going to be doing cross-country running again soon.'

Maria wiped away the tears running down her cheek.

'Thank you,' she said. 'I was so worried. Now I am feeling much better.'



### Maria and Papa learn about TB

'Most people think you only get TB in your lungs,' the nurse told them. 'But, it is possible to have TB in any part of your body.' 'I didn't know that,' said Papa, scratching his head.

Maria had a TB skin test. If Maria had been coughing for more than two weeks, the nurse would have told her to also have an X-ray to check if she had TB in her lungs.

'And now,' said the nurse to Papa, 'I need you to also have a TB test. And please ask Maria's brother to come in for a test, too.'

Later, Maria's father and older brother, Joe, had spit TB tests. They also tested positive for TB. They all went to the clinic together to learn about the treatment so that they could be cured.

### Maria gets her mojo back

Maria did have TB. She started treatment and stuck to it for 6 months. She had to miss school for two weeks. After that the TB medicine stopped her from passing the TB on to other people. Her teachers helped her keep up with her schoolwork. And, you will be happy to know, she is back to cross-country running with Boitumelo. And, she loves eating all of her food. ●

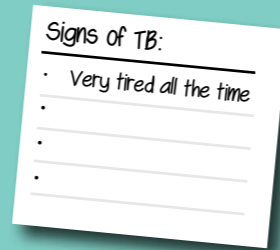


# Activity 3 How to prevent TB



## Step 1

Make a list of the signs of TB that you learnt from Maria's story in Activity 2.



## Step 2

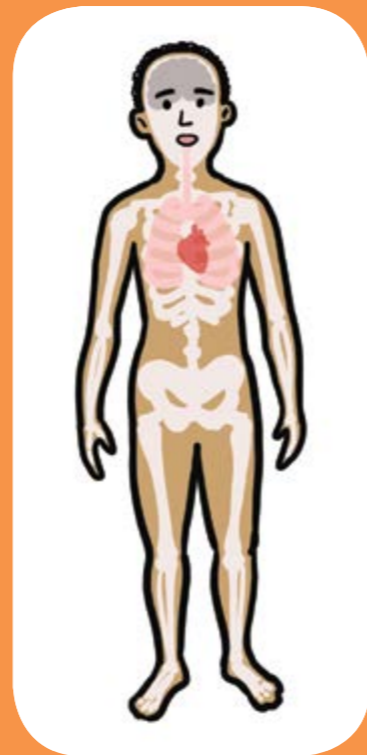
Read about how TB is passed on.

### How TB is spread

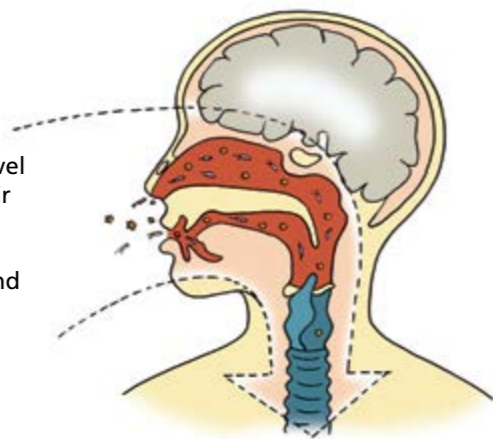
Tuberculosis (TB) is a disease caused by germs that are spread from person to person through the air. These germs are spread when a person with TB coughs, sneezes, speaks or sings. TB usually affects the lungs. But it can also affect other parts of the body, such as the brain, the kidneys, and the spine.

TB can be **latent** or **active**. Read about this on page 24.

TB tests are free at clinics and so is the medicine.



Germs can travel through the air and into your body through your mouth and nose.

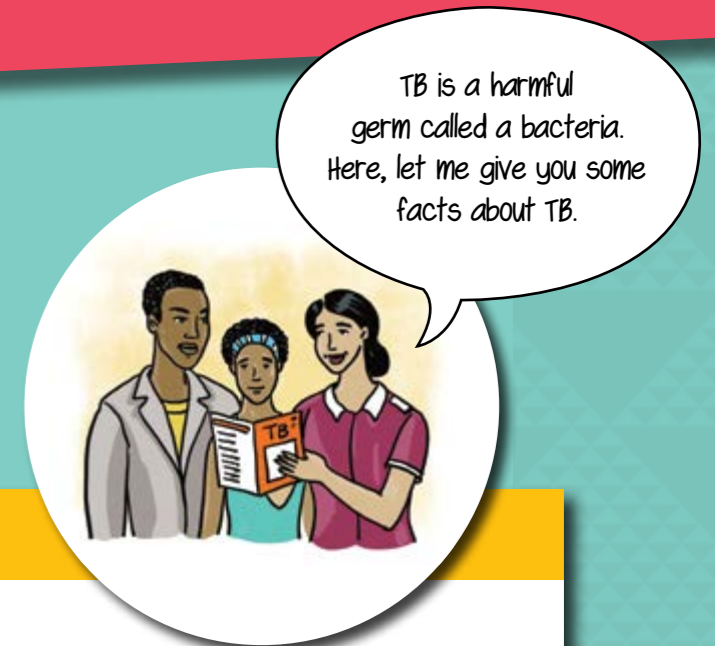


## Step 3

1. Read the information about sticking to treatment on the next page.
2. What new knowledge did you learn about today?
3. What questions do you have about TB? Where can you get more correct information from?

TB can only be cured when people stick with the **full course of treatment that takes 6 months**.

**TB can be cured.** But if we don't stick to our treatment, we can spread it to other people and we can get even more sick and even die.

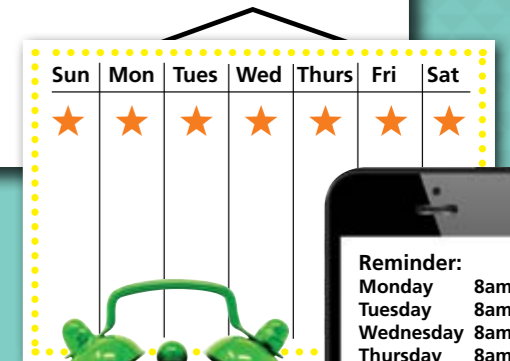


### TB facts

- TB treatment usually lasts for 6 months. We must only stop treatment when the nurse or doctor says we can. They do tests to check that the TB is gone.
- People stop being infectious within two weeks of starting treatment.
- A person with TB can protect themselves and prevent spreading it to others by taking their treatment as the health worker says they must. This is called **adherence**.
- There can be side effects to TB treatment, such as rashes, nausea and vomiting. Stick to your treatment. And contact your health worker immediately if you experience any side effects.
- Sometimes, when people start to feel better, they stop taking their medicine. This is dangerous. TB germs will grow and you will remain sick for a longer time. The TB germs may also become resistant to the medicines you are taking and you may need new, different medicines to kill the TB germs.
- All newborn babies get immunised from TB with a vaccination at baby clinics.

## Step 4

1. Get into groups of five. Each of you takes on one of these roles: Maria, Boitumelo, Papa, Joe and the nurse. Make a drama to show how the characters can encourage and support each other to stick to their TB treatment. While you create your drama, think about:
  - Ways to remember taking TB medicine correctly.
  - How not to stigmatise (be horrible to) anyone about having TB.
  - How to make people feel okay about having TB and how to encourage them to take their medicine.
2. Present your adherence (sticking to treatment) drama to the whole club.
3. Maybe you can present your dramas to other children at school?



# Activity 4 Let's get our community TB free!



TB can be cured. TB can be prevented. When all of us practice healthy hygiene actions all of the time, we will help to prevent TB and other harmful germs, like colds and flu, from being passed on. When we understand latent TB, we will realise that these hygiene actions are important for ALL of us to practice ALL of the time. It's important that we share what we learn in our school, family and communities.

## Step 1

Read about latent TB. Chat about this: what does the information make you think about, and want to do?

## Step 2

Read the information about how to prevent TB from being passed on by following healthy hygiene actions.

### What is latent TB?

Latent TB infection is when a person infected with TB bacteria does not feel sick and has no symptoms. This means the TB bacteria are inactive in their body. When they are inactive the TB bacteria do not multiply or cause the person's immune system to be weak. A person with latent TB cannot spread TB germs to other people.

However, if these bacteria become active, they will multiply and the person will get sick with TB.

### Healthy hygiene actions

Here are some things we should all all the time:

- Wash our hands often.
- Cough and sneeze into our elbow, not onto our hand.
- Try to sneeze, cough or spit into a tissue or toilet paper. Throw the used tissue or toilet paper into a bin.
- Cover your mouth and turn your head away from people when you cough, sneeze or spit.
- Keep windows open so germs can blow away. Fresh air and sunlight will kill TB germs.
- Keep windows open in taxis, trains and buses to ensure good air circulation.
- If you have a cough, cold or flu, cover your mouth and nose. Wear a mask when you are in a crowded place.



## Step 3

Find out what a Buddyz Club did about TB.

The Dithlake Buddyz in Koffiefontein decided to take action around TB. They discussed what to do. They chose to spread five important messages:

#Always wash your hands

#Cough into your elbow

#Open your windows to let germs fly out

#Love and care for people who have TB

#Go to the clinic for a test if you think you have TB



Unit Guide Activity!  
Earn 250 points!

Let's make our school and community TB free

Be junior community health workers and spread information about TB so that:

- Everyone knows the facts about how TB is spread and about latent TB.
- People know how to prevent it.
- People go for a test if they have any symptoms for TB.
- Everyone knows that they must stick to the treatment all the way through or they won't be cured of TB.
- People are kind to each other and support those of us with TB to stick to our TB treatment.

Send us a report to tell us what you did.

# When those of us with HIV stick to our treatment, we can live healthy lives

## Activity 5 HIV medicines can control HIV, but not cure it

People who live with chronic (lifelong) illnesses, such as diabetes (sugar), high blood pressure (BP), and HIV, have to take medicines throughout their lives. These conditions can be treated, but not cured.

### Step 1

Read the information on these pages.

#### What are chronic health conditions?

Chronic health conditions are serious health conditions that either last for a long time, or forever. Diabetes (sugar), heart problems and epilepsy are examples of non-communicable chronic health conditions (NCDs). You cannot pass them on, and you cannot catch them from someone.

#### Communicable health conditions

Tuberculosis (TB) is chronic because it lasts a long time, and Human Immunodeficiency Virus (HIV) is chronic because it cannot be cured. TB and HIV are health conditions that are communicable. Communicable means that you can pass them on to other people if you have them.



#### HIV can be controlled but it cannot be cured

HIV is a virus passed on through certain body fluids. We will discuss these in a later activity. HIV can be tested for, and treated, but it cannot be cured. There is not yet a vaccination for HIV. HIV can be brought under control through HIV medicines called antiretrovirals (ARVs). The medicines stop the virus from increasing in your body and making you sick.

ARVs can make the HIV undetectable in a blood test, even though the virus is still there. We know the virus is still there, because when people who stop taking their ARVs go for a test, the HIV shows up again.

#### Pre-exposure prophylaxis (PrEP): for people at high risk of getting HIV

Pre means BEFORE. With PreP, the second P stands for taking a prophylaxis (a preventive medicine), such as antiretroviral (ARV) medicine, to prevent getting HIV. See, the word prevent also has pre in it! So does the word prepare. Which means to be ready before something, such as, prepare for a test.

PreP are ARVs for people who don't have HIV, but are at risk of getting it. Someone who is in an abusive relationship is at high risk of getting HIV. They can go on PreP.

#### Post exposure prophylaxis (PEP): emergency medicine

PEP is for taking emergency medicine AFTER having a high risk HIV contact. The word post here means after. For example, a health worker can take PEP after they have accidentally pricked themselves with a needle. Rape survivors should also take PEP to prevent getting HIV from the rapist. People must start PEP within 72 hours after the incident happened.



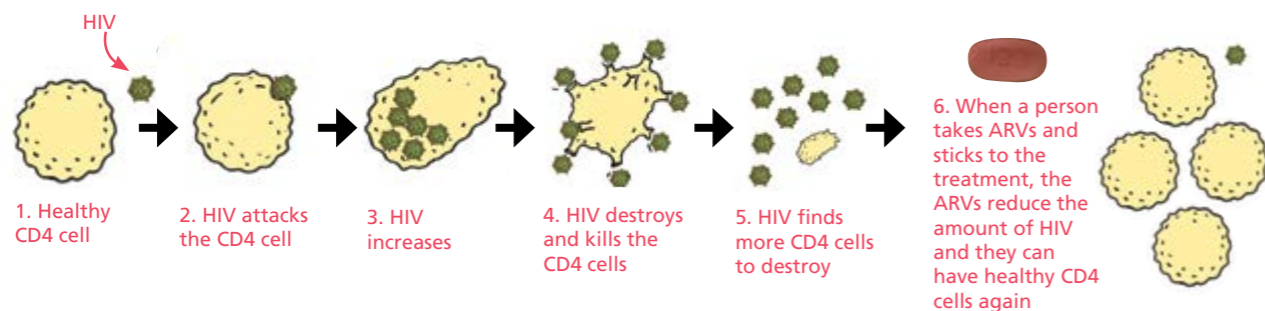
# ARVs keep us strong

## Step 2

The CD4 cells in our immune system are important because they help fight off harmful germs. The HI virus targets and kills CD4 cells.

- Look at the picture to understand how ARVs work.
- What happens to the HIV when people living with HIV take ARVs?
- How do ARVs help build a strong immune system again?

### How ARVs reduce the amount of HIV in our body



**Step 3** Read Zoxo's story on the opposite page and then discuss the following points:

- Zoxo's general wellbeing, and his attitude to having HIV.
- **Zoxo's immune system, including his CD4 count.** The CD4 count is the amount of protector cells the blood has. The lower the count is, the weaker the **immune system**.
- **Zoxo's HIV viral load** The HIV viral load is how much of the HI virus is in the blood. The higher the HIV viral load is, the more HIV there is in the blood.
- Zoxo's adherence to (sticking to) ARV treatment, and how the ARVs helped his viral load go down.

## Step 4

Make a drama, a dance or a song to explain to other children why those of us living with HIV must stick with our ARV treatment forever.

Condom

**Safe sex is sex with a condom.**

## Zoxo's HIV story

'I once did a very risky thing that I regret,' said Zoxo. 'I went to a party, drank alcohol, danced and flirted with a person at the party.'

The next thing Zoxo remembered was waking up next to the person he had flirted with. He'd had sex without a condom. He couldn't believe it. He knew that he had put himself at risk of HIV and other infections.

'After a few weeks, I knew I had to have an HIV test and test for sexually transmitted infections,' said Zoxo. 'The test came back positive. I was so angry with myself.'



The health care worker told Zoxo to stay calm. 'You will start on antiretroviral medicines,' she said. 'Take them exactly as we tell you. Do not ever stop taking them. You will need to get them from the clinic every month or so.'

The nurse gave Zoxo a double thumbs-up. 'On ARVs, you will live a long and healthy life!'

Zoxo started taking them immediately.

## Zoxo's ARV story

### A few weeks after the party 😊

Zoxo starts taking ARV treatment now that he knows, from the tests, that he is HIV+. Zoxo's immune system is strong.



### Seven years later 😞

Zoxo starts to get sick and doesn't get well again. He gets TB. Zoxo's immune system is getting weaker.

### Eight years later 😞

Zoxo isn't living a normal life anymore. He is weak and sick and unhappy. The HIV does not respond to ARVs when Zoxo tries to go onto them again. Zoxo is ill most of the time. He wishes he listened to the nurse.



### Six years later 😞

Zoxo gets tired of taking ARVs. He thinks he is cured of HIV. He stops taking ARVs. Zoxo's immune system is getting weak.

Zoxo goes back to the clinic. The nurse welcomes him back. He starts TB treatment and he goes back onto ARVs. Slowly, Zoxo is recovering. ●



# Activity 6 Mama asks Noma for a chat



'Noma, come,' said Noma's mother, patting the sofa. She handed Noma a cup of rooibos tea and a chocolate biscuit – Noma's favourite. 'I'd like to chat with you about something.'

'Sure, Mama,' said Noma, who loved a special biscuit treat.

'Noma, you have heard about HIV, haven't you?' asked Mama.

'Yes,' replied Noma. 'We learn about it at school. Why?'

'I have HIV,' said Mama. Noma tilted her head on one side, listening carefully.

'So long as I take my antiretroviral medicines every day,' said Mama, 'I will stay healthy and fit, just as I am now.'

Noma also thought about how healthy her mother was. They went jogging every Saturday morning. Noma found it difficult to keep up with Mama's pace.

Noma thought about how, in the mornings, through the doorway to Mama's bedroom, she often saw Mama climb on a stool to get something from the top cupboard. Once, Noma asked her about it.

Mama had looked startled and said, 'Oh, it's where I keep my vitamins.'

'Do you keep your antiretrovirals in the top cupboard in your room?' asked Noma.

'Yes, you clever little detective,' laughed Mama.

'Do I have HIV?' asked Noma.

'No, darling, you don't have HIV,' replied Mama. 'When I was pregnant with you, I went for an HIV test and that is how I found out I have HIV. The nurses and doctors looked after me very well. They started me on ARVs to prevent me passing HIV on to you during my pregnancy, your birth and when I breastfed you. I have been taking my ARVs ever since then.'

'Mama, I'm so glad you've told me about having HIV,' said Noma. She and Mama hugged.

'I've told you that I am HIV+,' said Mama. 'If you decide you would like to talk to another person you trust about it, please tell me first.'

'I will, Mama,' replied Noma. 'Thank you for trusting me. You don't have to hide your medicines anymore. I can help you remember to take them every day.'

'Oh, that makes me feel very happy, my darling!' said Mama and she gave Noma a big bear hug.

'Now, how about another chocolate biscuit,' said Mama with a wink. ●



Discuss these questions:

1. How did you feel and what did you think about when reading the story?
2. What do you think about Mama telling Noma that she is HIV positive?
3. How did Noma feel after Mama told her?
4. Why is it important that Noma respects her mother's request about sharing the information about her HIV status?
5. Why must Mama always take her antiretroviral medicines every day? This is called adherence to medicines. Read the information in Activity 5 if you need to remind yourself.
6. What will make it more difficult, and what will make it easier, for Mama to remember to take her ARVs every day?

## Create your own circle of trust

It can be very difficult to decide who you can trust with important information. Use a circle of support to help you decide who you can trust.



## Activity 7 Buddyz know how to prevent HIV



HIV can live in your body fluids: blood, semen (in boys) and vaginal fluids (in girls), and breast milk. The semen and vaginal fluids are passed on if you have unprotected sex. When people living with HIV take antiretroviral medicines (ARVs), they protect themselves from getting ill and they protect others from getting HIV from them.

### Step 1: Let's know the facts about HIV

Know your facts about how HIV is passed on, and how it can be prevented. Discuss each paragraph. Explain the reasons for each point to each other to make sure you understand the science behind HIV prevention.

#### Protection from blood spills

HIV lives in cells in your blood. If someone gets hurt and bleeds, even if they are your best friend, ask them to press a clean piece of cloth against their wound. Then get help.

People who need to touch the wounded person, such as first aid helpers, must wear latex gloves for protection.

**Important:** We must think of all blood as being infected. We must not touch someone else's blood, no matter who they are. HIV can't get through your skin unless you have a cut.



#### Protection during sex

People who have sex should always use condoms with every sexual partner. They can prevent passing on, or getting, HIV in this simple way. Condoms also protect people from sexually transmitted infections, hepatitis and unplanned pregnancy.

Condom

### Step 2: Lights, sound and drama action!

In small groups, imagine you are the first aid team at school. Create an imaginary situation where someone injures themselves. They are bleeding badly. Show how you will handle the situation by being kind and caring to the patient and protecting yourselves from HIV.

#### Protection during blood transfusions

When people lose a lot of blood, like in a car accident, or after a bad injury, they might need a blood transfusion. The South African National Blood Service (SANBS) checks all blood that people donate to make sure it does not have viruses and germs in it.



#### Protection for moms and babies

When pregnant, and when giving birth, women living with HIV should take ARVs to protect their babies from being born HIV+.

Babies of HIV+ mothers are given ARVs at birth to prevent any HIV from their mother's blood growing in their blood. Mothers continue taking ARVs for the rest of their lives.

**Good news!** These days, because of ARVs, very few babies are born HIV+.

Breastfeeding a baby is safe for an HIV+ mother as long as she doesn't give her baby anything else for 6 months, not even water.



#### NEVER share these things

Do not ever share things like injecting needles, razor blades and toothbrushes. They can get blood on them. If HIV-infected blood gets into the other person, they could get infected with HIV.



## Activity 8 Be kind to yourself. Be kind to others.



It is everyone's duty to encourage and support those of us who have to take medicines every day. Adherence to our medicines helps us live normal and healthy lives, just like everyone else.

1. Why it does not help anyone to look down on (stigmatise) people with chronic health conditions?
2. Why does it not help a person to have self-stigma because of having a chronic health condition?
3. Create a drama with a 'be kind' message to present at an assembly. Use these points to help you plan your presentation.
  - Present information about a chronic health condition and how it should be treated.
  - Make it clear that the health condition is normal, and nothing to stigmatise anyone about.
  - Reach your audience's hearts, so they care and want to do something positive to support those of us living with chronic health conditions.
  - Show a positive way to encourage and support a person with a chronic health condition.
  - Remember, it is always best to ask a person what kind of help they would like before doing something for them.

OR

Make posters about being kind to put up around your school.

### Be kind

Before you speak

Before you speak, let your words pass through three gates.

At the first gate, ask yourself, 'Is it true?'

At the second gate, ask yourself, 'Is it necessary to say this?'

At the third gate, ask yourself, 'Is it kind?'

– Sufi saying

Unit Guide Activity!  
Earn 250 points!

Why be kind?

Send us poems you have written, and that you asked children at your school to write, about this topic: Why be kind?

You can send the poems on voice notes and email or send them in another way to us.



Project! Earn 500 points!

#happychildren

This year, we learnt about wellbeing. We know that our physical, intellectual, emotional and social wellbeing go together. We also know that being happy is part of wellbeing. In this project, your club will find ways to spread happiness among children at your school. Remember to ask your principal's permission to do your project.



### Step 1

1. Make a Buddyz circle.
2. Each Buddy takes a turn to complete this phrase. In the first time around the circle, link your response to **physical** wellbeing: *I feel happy when...*
3. Then go around the circle three more times for each of these:
- 4 *I have **intellectual** / **emotional** / **social** wellbeing when...*

### Step 2

Interview each other using the *School Happiness Survey*. Then make copies to do interviews with more children in your school. Keep copies of all your survey forms so that you can show them to the school governing body.

#### School happiness survey

Thank you for agreeing to do the happiness survey. We hope the results will help everyone know what to do to make our school a happier place to learn and play.

You do not have to give your name.

I am a girl  boy  I don't want a gender label

I am in Grade  I am  years old

What exercise would you enjoy having at school?

What would help you learn better at school?

What would help you to be happier socially at school?

### Step 3

Explain about different parts of wellbeing to the children who say yes to an interview. You need to remind yourselves about children's rights. Read the **rights** and discuss how each one is linked to children's wellbeing and happiness. Remember, with each right we also have responsibilities with how we behave. Talk about this too.

Children have the right to:

- Be loved and cared for
- Be respected and listened to
- Be protected
- Education

### Step 4

1. Read the example.
2. Decide how many, and which grades, of school children you want to interview. You need to interview enough children to be able to give weight to your research findings. In the example, they plan to interview 80 children altogether.
3. Arrange yourselves in pairs made up of an older and a younger Buddy. When you do the interviews, take turns to take notes and be the interviewer.
4. Plan your survey work:
  - (a) which pairs will do which surveys?
  - (b) where and how will you do the surveys?
  - (c) when will you have all the surveys completed?

Grade R: 10 children (Bruce and Sibongile)  
Grade 1: 10 children (Kamal and Hlengiwe)  
Grade 2: 10 children (Rixile and Amogelang)  
Grade 3: 10 children (Katlego and Sibusiso)  
Grade 4: 10 children (Wandle and Anelise)  
Grade 5: 10 children (Bongi and Mpho)  
Grade 6: 10 children (Peter and Ona)  
Grade 7: 10 children (Tanita and Lelethu).

### Step 5

Before you do the interviews, decide on your club's interviewing rules. Here are some examples:

#### Interview rules

- We will listen to and write down what children have to say without discussing, judging, or changing what they say.
- We won't argue with each other during the interview.

## Step 6

Have fun! Enjoy doing your research. Bring your interviews back on the date you have agreed to complete them by.



## Step 7

1. Read out your surveys grade by grade.
2. Make a list of things, according to grades, children want, or need, to be happier at school.
3. Complete your list and write it up into a presentation.
4. Decide how you want to present your research to the school. You could make posters, each taking a turn to present something from the interviews.
5. Ask your principal's permission to present your research findings to learners.

## Step 8

After you have presented your research, your club chairperson can ask children to put up their hand if they have anything to add. Listen to their voices and take note of what they say. Thank everyone.

## Step 9

Make a model or draw a picture to show what a happy school looks like. Your model or picture will show the things children told you about what they wanted, or needed, to be happier at school.



## Step 10

Ask permission to present this to the school governing body and parents and guardians. You can write or say:

We, the children of .....  
School, would like to share our ideas on what can be done to make our school a happier place for everyone who works and plays here.



Ask your facilitator to chair the discussion after your presentation. Ask everyone there to say what action they want to take to make your school an even happier place, full of wellbeing, care and learning.

### Send us:

1. Pictures of you doing interviews, and some of your interview forms filled in.
  2. A report that tells us what went well, and what did not go so well with:
    - (a) Your interviews with the children.
    - (b) Your presentations to the learners, staff, and to the school governing body and parents.
    - (c) What things children, staff and the school governing body and parents agreed to do differently to help make the school a happier place.
    - (d) Things you learnt from doing this project.
  3. A poem, song, picture or story about what for your club makes a happy school.
- See page 41 for the contact person in your province to send your reports in.

# Facilitator's Guide

Dear Soul Buddyz Club facilitator

Thank you for your commitment to help Buddyz learn, grow and make a difference. In this way, you help make change happen.

You will find many of the topics in Unit Guides 1 and 2 for 2020 complement what the children learn in Life Skills and Life Orientation. Our aim is that they share knowledge, raise awareness and build active citizenship through being a Buddy.

When you and your Buddyz use this Unit Guide you will go on a journey of wellbeing and action! We look forward to hearing all about it – and receiving Buddyz projects. Send us a sound clip of the #buddyzonthebeat song if you can (see the inside front cover of this Unit Guide).

Have fun!

With warm wishes from

*The Soul Buddyz Club Team*

## Unit Guide 1 Wellbeing is about ALL of me

The main understandings and skills to aim for your Buddyz to have by the end of Unit Guide 1 and Unit Guide 2 are:

★ Wellbeing is made up of four main parts: physical (exercise and healthy food choices), intellectual, emotional and social.

A quick way of thinking about it is to take the first letter of each and it makes up PIES 😊. You could share this acronym with your Buddyz to help them remember this throughout their lives as a wellbeing check-in. We do!

Encourage Buddyz to take turns to lead a fun, physical activity before, during and at the end their club meetings. Also, ask from time to time about their food choices and how they are doing with healthy food choices.

★ What happens in one part of our wellbeing affects each of the other parts.

When you do Activity 1, perhaps you could give examples of your own to help children understand this. When you assist your Buddyz with the Buddyz Dance Day (BDD), consider linking up with the physical education teacher, and any other teachers to collaborate with. This will help the BDD to have a greater impact.

★ Critical thinking – being constantly curious and asking questions about things – is a very important part of having intellectual wellbeing.

You might consider having an imaginary critical thinking hat that you ask them to put on every so often during activities. On the 'hat' would be these, which they may be familiar with: who, what, when, why, where and how (the 5 Ws and 1 H).

This will help Buddyz make critical thinking a habit. Use the 5 Ws and 1 H (where, when, where, where, why, who and how) during activities and projects. You might like to do an internet search to explore this for your own interest. We all need to be critical thinkers to help make positive change happen.



★ We need empathy if we are to build a healthier, happier and more peaceful world.

Reading and listening to stories helps us develop empathy, a sense of stepping into another's shoes, the skill of trying to understand others, and of caring.

There are several stories throughout both unit guides. Stories are for enjoyment and for Buddyz to strengthen their sense of empathy. This happens when we ask how the Buddyz think the characters feel, and how the Buddyz feel, and why they feel that after reading a story.



★ There are solutions to problems.

You help children learn how to find solutions to problems. Once this attitude 'there are solutions to every problem' becomes part of their way of thinking, they will take this with them through life. This will help them in all parts of their lives, including studies, family and community.

★ It is important to have evidence when you want something to change.

In both units, we offer opportunities for Buddyz to do research. Surveys help them listen to other people. Surveys give Buddyz concrete evidence to present to stakeholders, and to make a case for something that needs to be changed.

★ It takes courage to speak truth to power.

For example, when we want change to happen, it might mean Buddyz need to speak with the principal, school governing body or other authorities. The more evidence Buddyz have for what they are asking for, and the more Buddyz practice and work as a team, the more successful they are likely to be.

★ We need to be patient.

Sometimes changes happen quickly and sometimes changes happen slowly. That is life. If Buddyz feel disappointed when their plans and actions do not bear fruit immediately, explain that disappointment is a very valuable time to reflect. It is a time to understand one's feelings, to learn, grow and pick up one's self to carry on once more – with more wisdom.

## Unit Guide 2 We can prevent many illnesses

In addition to all that is covered in Unit 1, these are essential information and messaging for Buddyz:

- ★ Information about health conditions is power. Buddyz have the responsibility to get the CORRECT information and to share it as much as possible. This will make a difference to many people's wellbeing.
- ★ It does not help to make anyone feel bad about having a health condition. It is unkind and unnecessary. We should wish for everyone's physical, intellectual, emotional and social wellbeing.
- ★ Regular handwashing with soap and water is the key to preventing many illnesses, both small, like a cold, and big, like vomiting and diarrhoea from which especially young people can die. Encourage Buddyz to continue to wash their hands often with soap for 20 seconds, just like we do to prevent getting Covid-19.
- ★ Most of us associate TB with lungs and expect people with TB to cough blood. The key things about TB are:
  - Most of us carry TB germs in our bodies in a latent way. Latent means not active. We need to stay healthy and fit so that TB germs stay latent.
  - TB is not only a lung health condition. We can get TB in ANY part of our body.
  - Stigma does not help anyone to prevent the spread of TB or to build respect and happiness.
  - TB can be prevented, tested for, treated and cured so long as people stick to healthy hygiene practices and adhere to their treatment.
- ★ Antiretroviral medicines (ARV) can bring down the amount of HIV in the body but they cannot get rid of the virus.
- ★ HIV can be brought under control so long as those of us living with HIV stick to our ARV treatment every day and forever.
- ★ HIV can be prevented and we need to know and practise prevention.
- ★ It is a person's own business whether they want to tell someone else about their HIV status or not. We must respect people's privacy. But we must not put anyone at risk of HIV if we are living with HIV.

### We have the power to spread happiness!

- ★ We have the power to do things for ourselves and other children to spread happiness #happychildren!

## Earn points for your club

All of these are compulsory. This means your club must complete them.

Club registration form	50 points
Meeting attendance register	50 points (send your register every month)
Monthly report	50 points (send your report every month)
Club Zone activity	100 points

### Unit Guide activities and projects

Project: Buddyz Dance Day	350 points
Unit Guide activity: Tell the Truth about food!	250 points
Project: Get healthy snacks sold at school	350 points
Unit Guide activity: Be Solution Seekers	250 points
Unit Guide activity: Let's get our community TB free	250 points
Unit Guide activity: Be kind	250 points
Project: #happychildren	500 points

### Guidelines for your club's projects

Children learn through doing. With projects, they learn many new things, such as:

- team work
- goal setting and steps to reach their goals
- managing tasks to completion
- handling setbacks and making alternative plans
- leadership skills and inter-age cooperation.

We want your Buddyz to use critical thinking and explore and have fun when they do their projects.

### Always send us your:

- school's name
- club's name
- facilitator's name
- province

### Club categories

Make sure you know which category your club is in. Your category is determined by the number of points your club achieved last year.

▶ Bronze:	50 - 499
▶ Silver:	500 - 999
▶ Gold:	1 000 - 2 999
▶ Platinum:	3 000 - 4 999
▶ Diamond:	5 000 and higher

The provincial teams will visit each club at least once a month to collect all reports, activities and projects. No need to post anymore.

**Gauteng contact person:**  
Nondumiso Khethwa  
071 218 0524

**Limpopo contact person:**  
July Ndima  
073 714 0948

**Mpumalanga contact person:**  
Sibonisiwe Mbhense  
079 735 3836

**KwaZulu-Natal contact person:**  
Asanda Khumalo  
082 368 5707

**Eastern Cape contact person:**  
Avela Cetywayo  
071 971 6649

**Western Cape contact person:**  
Pamela Mankayi  
082 352 8604

**Free State contact person:**  
Joyce Maelamo  
082 763 9783

**Northern Cape contact person:**  
Brenda Khabele  
076 858 4087

**North West contact person:**  
Confidence Marumo  
067 854 6759

## Places that help

**Childline South Africa**  
Phone: 0800 55 555  
Website:  
www.childline.co.za

**Lifeline South Africa**  
A counselling service.  
Phone: 0861 322 322  
Website:  
www.lifelinesa.co.za

**Gender-based Violence Line**  
The 24-hour hotline offers counselling for those who have been physically, emotionally, sexually or financially abused.  
Phone: 0800 150 150

**AIDS Helpline**  
Counselling, information and referrals on all wellbeing issues linked in any way to HIV. Includes advice on safe sex.  
Phone: 0800 012 322

**Covid-19 Connect**  
WhatsApp number:  
0600 123 456  
Put the number into your phone and you get the latest information and you can ask questions.

**Acknowledgements**  
The Healthy Food Guide and the Healthy Meal Guide on pages 8 and 9 as well as other adapted text in healthy food activities section is from the National Department of Health's publication National Guide for Healthy Meal Provisioning in the Workplace (2016)

<https://www.afro.who.int/health-topics/obesity>; [https://www.who.int/dietphysicalactivity/childhood\\_what/en/](https://www.who.int/dietphysicalactivity/childhood_what/en/); <https://www.who.int/features/factfiles/obesity/en/>; <https://www.who.int/dietphysicalactivity/childhood/en/>  
Accessed 03.12.2019

# Meet The Team

Meet our amazing team that keeps our programmes running smoothly.



Programme Officers for all 9 Provinces



Gauteng Team



Western Cape Team



KwaZulu Natal Team



Limpopo Team



Mpumalanga Team



Freestate Team



Eastern Cape Team



Northern Cape Team



North West Team

The provincial teams will visit each club at least once a month to collect all correspondence. No need to post anymore.

